Ministry of Advanced Education,
Training and Technology

Annual Report
1999/2000

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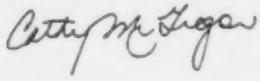
To the Honourable Garde Gardom
Lieutenant Governor of the Province of British Columbia

May It Please Your Honour

I have the honour to present the Annual Report of the Ministry of Advanced Education, Training and Technology for the fiscal year ended March 31, 2000.



Cathy McGregor
Minister of Advanced Education,
Training and Technology

To the Honourable Cathy McGregor
Minister

I have the honour to present the Annual Report of the Ministry of Advanced Education, Training and Technology for the fiscal year beginning April 1, 1999 and ending March 31, 2000.

Gerry Armstrong
Deputy Minister
Ministry of Advanced Education,
Training and Technology

MINISTER'S MESSAGE

I am very pleased to present this overview of the Ministry of Advanced Education, Training and Technology, its achievements in 1999/2000 and ongoing work.

This past year has been an eventful one for many British Columbians. As the Ministry responsible for Y2K, we were involved in preparations for the coming of the new century, and like the rest of the province, joining in the many celebrations that marked its safe arrival.

The Ministry continues to work hard toward our goal of making post-secondary education and training accessible and affordable to all British Columbians. To this end, we extended the tuition freeze for the fourth year in a row, and we expanded the number of new student spaces at public post-secondary institutions by 2,900, bringing the number of new spaces created since 1996 to nearly 16,000.

To support this increase in students, and to ensure that the quality of education remains high, we've provided funding to expand and improve post-secondary facilities throughout BC.

And, because hands-on training and work experience are key to achieving success for our young people, 22 of BC's institutions offer co-op education in areas ranging from fine arts to engineering and a whole lot in between.

Work experience, training and increased access to post-secondary education are all integral pieces of Youth Options BC which became the responsibility of the Ministry this year. The programs housed under the Youth Options umbrella created more than 17,000 job and training positions for young British Columbians.

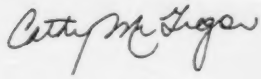
This past year has been an exciting one in the growing area of high-tech. BC's newest university, TechBC, launched its undergraduate programs in the fall of 1999 and, early this year, the Ministry announced a $2.5-million high-tech co-operative education program, aimed at creating 4,800 new co-operative work terms in the next three years.

BC's $100-million Knowledge Development Fund providing capital funding for research infrastructure also met with success. This year, 14 innovative projects were approved for more than $8 million in funding.

Introduction of the Quick Response Training program, which helps support the development of local training programs to respond to local employment needs, created more than 100 student spaces in areas such as tourism and hospitality, business, industrial and forestry.

Recognizing that life-long learning is key in the new economy, and that access to basic education lays the foundation for further learning, the Ministry also announced the creation of the new BC Adult Graduation Diploma. This new credential makes it easier for adult learners to graduate by allowing for greater flexibility within BC's education systems.

I'm very proud of what the Ministry has accomplished this year and I'd like to thank our education, training and community partners for their commitment to making our education and training system stronger, more affordable and more accessible to all British Columbians..



Cathy McGregor
Minister

TABLE OF CONTENTS

LETTERS OF TRANSMITTAL iii

MINISTER'S MESSAGE iv

TABLE OF CONTENTS vi

INTRODUCTION/OVERVIEW 1

- MINISTRY MISSION 1
- THE POST-SECONDARY EDUCATION AND TRAINING ENVIRONMENT 1
  - Population 2
  - Economy 3
  - Labour Force 4
- MINISTRY ORGANIZATION, GOALS AND PROGRAMS 5
  - Ministry Organization 5
  - Goals for 1999/2000 6
- ACCOUNTABILITY 7
  - Meeting Accountability Requirements of Government 7
  - Accountability Initiatives 7
  - The Annual Report and Accountability 9

PUBLIC POST-SECONDARY EDUCATION 11

- INCREASING ACCESS TO POST-SECONDARY EDUCATION & TRAINING 11
  - New Student Spaces 11
  - The Adult Basic Education Common Credential 12
  - Community Skills Centres 12
  - Literacy Grants 13
  - Prior Learning Assessment (PLA) 14
  - International Credential Evaluation Service (ICES) 14
  - Institution Based Training and Expanded Capacity for Income Assistance Recipients 15
  - British Columbia Council on Admissions and Transfer 15
- ELIMINATING BARRIERS AFFECTING PARTICIPATION OF LEARNERS 16
  - Aboriginal Education and Training Policy Framework 16
  - Provincial Learning Network 17
  - Facilities Expansions and Improvements 17
  - Internet Access to the Guide to Post-Secondary Education 18
- ENSURING LEARNERS CAN ACQUIRE JOB-READINESS & JOB-SPECIFIC SKILLS 19
  - New Post-Secondary Degree Programs 19
  - New Post-Secondary Programs 19
  - Co-operative Education 20
  - Career Technical Centres 21
- SUPPORTING THE ECONOMIC DEVELOPMENT OF

BRITISH COLUMBIA 21
High-Technology Spaces 21
Technical University of British Columbia 22
British Columbia Knowledge Development Fund (BCKDF) 22
Policy Accord on Government Training Expenditures 23
International Education 24
Industry Training and Apprenticeship Commission 24
Quick Response Training 26
MAKING POST-SECONDARY EDUCATION & TRAINING MORE AFFORDABLE 27
Extension of the Tuition Freeze 27
Student Financial Assistance 28
EVALUATING RELEVANCE & QUALITY IN POST-SECONDARY EDUCATION 28
1999 BC College and Institute Student Outcomes Survey 28
Graduate Outcomes Survey 30
Maclean's Survey Gives BC High Marks 31

OPTIONS FOR YOUTH 32
SUPPORTING ACCESS TO AFFORDABLE AND AVAILABLE EDUCATION 32
Student Summer Works 32
Youth Community Action 33
PROVIDING ACCESS TO EMPLOYMENT 34
Job Start 34
First Job in Science & Technology 34
Youth@BC 34
Environment Youth Teams (E-Teams) 35
BladeRunners 35
Youth Business & Entrepreneurship Training (You BET!) 35
Public Service Employment Programs for Youth 35
Visions for the Future 37
PROVIDING A 'VOICE FOR YOUTH' 37
Youth on Boards 37
Web Site and Toll-Free Line 37
ENHANCING LABOUR MARKET AND CAREER PLANNING INFORMATION 38

LOOKING FORWARD 40

APPENDICES 42
APPENDIX 1: GLOSSARY 42
APPENDIX 2: FINANCIAL TABLES 49
Ministry of Advanced Education, Training and Technology Budget 49
Post-Secondary Education System 50

INTRODUCTION/OVERVIEW

This annual report provides an accounting to the legislature and the people of British Columbia for the role and activities of the Ministry of Advanced Education, Training and Technology (MAETT) in managing BC's publicly funded post-secondary education and training, and youth programs in British Columbia. The report provides a description of post-secondary education and youth programs in the province, and an account of the activities and outcomes of students and clients in those programs. Where possible, reported outcomes are reviewed against objectives, or intended results, of these programs.

Ministry Mission

The mission of MAETT, as stated in the 1999/2000 Business Plan is "to develop British Columbia's comparative advantage in the emerging global knowledge-based economy through investing in its citizens, especially youth, to create and retain a well educated citizenry and a highly trained workforce; to support government priorities and ensure the Ministry operates within the fiscal framework; and, to manage and be accountable for the funding, planning and coordination of the post-secondary education and training system."

Within the provincial government, the Ministry has lead responsibility for "protecting education" at the advanced education and training level. The Ministry also plays a supporting role in addressing other government priorities such as job creation and protection, support for children and families, public safety and crime prevention and environmental stewardship.

In general, enhanced education and skill levels result in increased self determination, reduced reliance on income assistance, and increased job opportunities, and are also key elements of the social determinants of health.

The Post-Secondary Education and Training Environment

Technology is the primary driver behind the new information economy — the trans-national movement of information and capital, and the globalization of production and markets. These developments, together with demographic and social changes are impacting the structure of the British Columbia economy, the make-up of the labour force, and the need for new and higher levels of work place knowledge and skills.

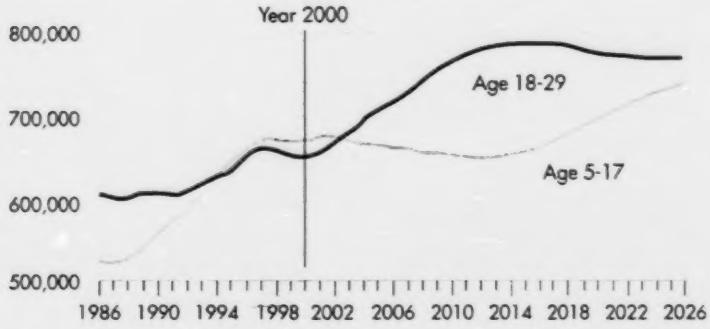
Population

The population of British Columbia stood at just over four million in July 1999. While provincial population growth slowed to an annual average rate of 1.8 per cent in the last five years (down from almost three per cent per year between 1989 and 1994), the decade still witnessed an increase of over 800,000 in the number of residents in BC.

Figure 1 highlights forecast population growth in BC for persons aged 5 to 17 and 18 to 29 - the K-12 and primary post-secondary age groups respectively. While the cohort aged 5 to 17 is projected to increase by close to ten per cent between now and the year 2026, the cohort aged 18 to 29 is projected to grow nearly twice as fast (19%), with most of that growth taking place between now and the year 2015. This will continue to place additional pressures upon the education and learning systems in the province over the next twenty-five years.

Figure 1:

Growth of BC School Aged Population
Ages 5-17 and 18-29, 1986-2026



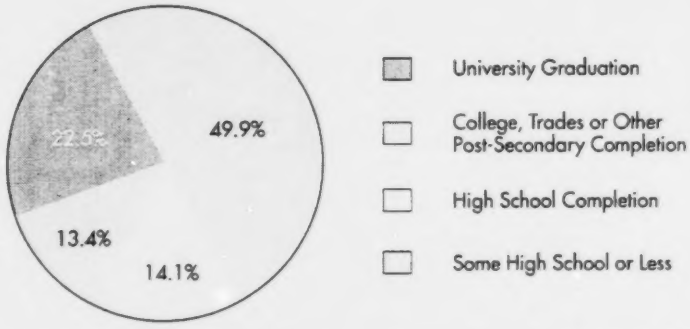
Growth of K-12 and post-secondary school-age populations will continue to put pressure on provincial education and learning systems over the next twenty-five years.

Source: BC Stats, P.E.O.P.L.E. 25, May 2000

The educational attainment of British Columbians is rising, as are the educational requirements for most types of work in the new economy. As noted in **Figure 2**, almost three quarters of projected new and replacement job openings are concentrated in occupations requiring completion of some type of post-secondary education or training. This underscores the importance of post-secondary education and training, and its key importance for the economy.

Figure 2:

Educational Requirements for New and Replacement Jobs, 1998 - 2008



Almost three quarters of new and replacement job openings over the next decade will require some form of education and training beyond secondary school.

Source: MAETT and COPS

Economy

Table 1 highlights a number of selected industry sub-sectors which saw some of the fastest employment growth over the last ten years, much of it involving skilled professional and technical employment requiring post-secondary education. Overall, the selected fifteen sub-sectors accounted for one third of the total net gains in employment in BC in the last ten years, despite making up only fifteen per cent of overall employment in 1999.

Table 1: Employment Changes for Selected BC Industries, 1989 - 1999

Selected Sub-sector	Employment Level 1999	% Change 1989-1999	Net Change 1989-1999
Computer System Design Services	27,700	280%	20,400
Management, Scientific and Technical Services	22,700	137%	13,100
Electronics, Computer and Appliance Stores	11,000	72%	4,600
Computer and Electronic Products Manufacturing	7,800	48%	2,500
Architectural, Engineering and Design Services	30,800	23%	5,800
Travelling Services	8,100	179%	5,200
Scenic & Sightseeing Transp. & Support Activities	18,500	73%	7,800
Air Transportation	19,900	58%	7,300
Motion Picture and Sound Recording Industries	10,800	184%	7,000
Performing Arts, Spectator Sports & Related	19,500	108%	10,100
Building Services	30,600	91%	14,600
Business Support & Manag. of Enterprises Serv.	10,300	51%	3,500
Securities & Invest. Advice and Portfolio Manag.	15,500	121%	8,500
Accounting and Tax Services	21,600	55%	7,700
Other Schools and Educational Support	17,700	190%	11,600
Above Sub-sectors as Proportion of All Employment	14%		33%

Source: MAETT and BC Stats

These data also highlight some of the expected drivers of future employment demand, including: the explosion in information technology and high-technology services; expansion of travel, tourism and air transportation; increases in the North American entertainment and leisure market; business services expansion; and, the ongoing expansion in private training institutions and professional development services.

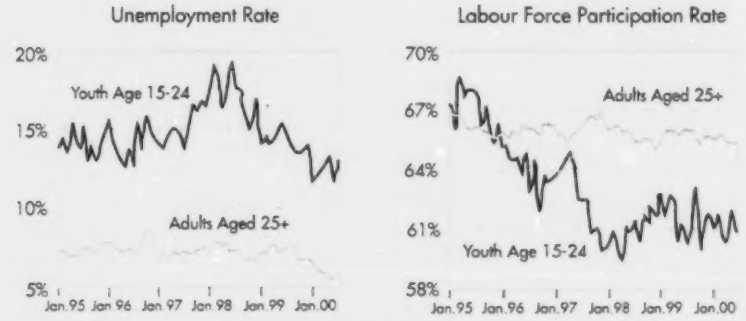
Labour Force

BC employment growth in 1999 averaged 2.2 per cent, well up from the increase of 1.2 per cent in 1998. Employment grew more rapidly for men (2.7 %) than for women (1.7 %); full-time employment gains (2.4 %) exceeded part-time employment growth (1.7 %); and employment in the service sector grew by 3.4 per cent, compared to employment declines in the goods sector (-1.9 %). The unemployment rate dropped to 8.3 per cent - down from 8.9 per cent in 1998.

Youth aged 15 to 24 made significant employment gains in 1999 (3.9%), and their unemployment rate dipped substantially - from 17.3 per cent in 1998 to 14.4 per cent in 1999. However, this is still twice as high as the

rate for persons aged 25 and older, and youth labour force participation rates remain well below their highs of the mid-90s.

Figure 3:
Youth and Adult Unemployment & Participation Rates
From January 1995 to August 2000 (Seasonally Adjusted)



The unemployment rate for youth aged 15-24, dropped by three percentage points from 1998. Over the same period labour force participation rate remained relatively unchanged.

Source: LFS, Stat. Can

Ministry Organization, Goals and Programs

The development of a well-educated citizenry and a highly trained workforce is essential to success in the new global information economy, and the Ministry is directly mandated, and involved in, helping British Columbians to acquire the skills and knowledge they need to succeed in a world of rapid change.

Ministry Organization

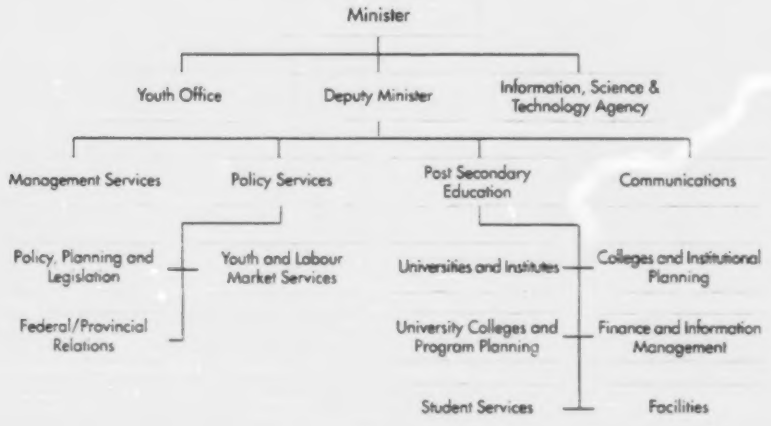
The Ministry provides overall funding and program co-ordination for British Columbia's four traditional and two specialized universities, five university colleges, eleven colleges, three provincial institutes, two aboriginal institutes, and the Open Learning Agency.

In addition, the Ministry is responsible for the BC Student Assistance Program, research and development of selected labour market information resources, the Student Summer Works and Youth Community Action work experience programs, and labour market development related inter-governmental partnerships and initiatives such as the Forum of Labour Market Ministers.

As well, in August 1999, the Ministry assumed responsibility for the Youth Office and Youth Options BC, a cross-ministry initiative to support access by British Columbia youth to employment, education and government.

A variety of boards and commissions are also attached to the Ministry, including the Industry Training and Apprenticeship Commission and the Private Post-Secondary Education Commission. As well, the British Columbia Information, Science and Technology Agency reports directly to the Minister of Advanced Education, Training and Technology.

Figure 4:
Ministry Organization as at January 2000



Goals for 1999/2000

Ministry goals for 1999/2000 are directed toward enhancing credibility and responsiveness of, and support for, the education and training system, including:

- Ensuring equitable access to advanced education and training for British Columbians;
- Enhancing relevance and quality of advanced education and training;
- Enhancing employment opportunities for British Columbians;
- Encouraging flexibility within the advanced education and training system;
- Continuing to govern the advanced education and training system in a responsible and responsive manner; and,
- Developing and supporting Ministry human resources.

We are continuing to increase funding for post-secondary education because it is a crucial investment in our future. By ensuring access to affordable, high quality education, BC will maintain its position in the global economy of the next century.

Accountability

Meeting Accountability Requirements of Government

Since 1995, the Auditor General and provincial Deputy Ministers have worked to build a more comprehensive performance management and accountability regime across government through the "Accountability for Performance" initiative. This initiative requires government ministries to focus to a greater degree on the results and impacts of programs, rather than accounting only for resources expended or compliance with legislation.

Accountability Initiatives

The Ministry is a strong proponent of financial and operational accountability within the post-secondary education and training system, and several significant initiatives have been underway for some time now within the Ministry.

Charting a New Course Steers Direction of BC's College System

Charting a New Course (CaNC), a strategic plan for the future of British Columbia's college, university college, institute and agency system, was released in September 1996. The plan was developed by the Ministry of Education, Skills and Training (now the Ministry of Advanced Education, Training and Technology) in collaboration with a provincial steering committee composed of institutional presidents, board members, ministry staff, faculty and institutional staff and student representatives. The strategic plan was developed to ensure that British Columbians are prepared to participate in today's changing society, find productive employment in a competitive labour market, have opportunities for continuous learning and receive value for the investment made in public post-secondary education and training.

Responsibility for the implementation of CaNC is shared by the institutions, system-wide organizations and the Ministry and is overseen by the Provincial Standing Committee. The Standing Committee, composed of representatives from key stakeholder groups, was created to encourage and facilitate collaboration among education partners and to provide ongoing evaluation and improvement of the strategic plan throughout the implementation stage.

CaNC outlines an agenda for the direction of the college, university college, institute and agency system by clearly defining goals, objectives, operational strategies and new mandates necessary to achieve desired outcomes. The plan articulates and recommends co-ordinated system-wide

approaches to complement the strengths and diversity of individual institutions and to promote responsive, flexible and high quality outcome-based program delivery.

Four goals identified in CaNC provide a framework to guide the planning process and a reference against which to judge the plans and the Ministry's success.

- Relevance and Quality - to provide British Columbians with post-secondary education and training to improve the quality of life and citizenship experienced in the province and to enhance current and future job opportunities;

- Access - to improve the availability of educational opportunities for the increasing number of British Columbians who seek post-secondary education and training;

- Affordability - to allocate resources to the college, university college, institute and agency system in a manner which focuses the system on achieving the goals of relevance and quality, access and accountability, and on achieving these goals at costs that are within the provincial fiscal framework and are affordable to students; and,

- Accountability - to enable the college, university college, institute and agency system to measure performance as a basis for continual improvements and report on overall effectiveness and efficiency.

Two system-wide organizations, the Centre for Curriculum, Transfer and Technology (C2T2) and the Centre for Education Information (CEISS), have been established. C2T2 supports the development of a more flexible learning-centred system in five major areas: curriculum development, educational technology, learning outcomes-based approach to teaching and assessment, prior learning assessment and secondary to post-secondary transitions. CEISS provides support to the college, university college, institute and agency system by ensuring the co-ordination and comparability of administrative data throughout the system, and by maintaining and consolidating selected education and training data.

In 1999/2000 the Standing Committee worked with the Ministry to develop the new Education Technology Policy Framework, designed to incorporate education technology into the system in a manner that supports the goals and strategies in CaNC.

The 1998 Performance Report, the second annual performance report on the British Columbia college and institute system, assesses the system's progress in meeting the goals of relevance and quality, access and affordability set out in CaNC through key performance indicators.

Joint Planning Committee Addresses Universities' Accountability Issues

The Ministry and university representatives are engaged in on-going discussions through the Joint Planning Committee (JPC), established in 1998. The JPC, comprising the university presidents and officials from the University Presidents' Council of British Columbia and the Ministry, provides a forum to address university-related strategic issues such as access and funding, faculty renewal and capital requirements. As part of this process, the Ministry and universities are working toward an accountability framework for the university sector. There are already a number of key accountability measures in place including audited financial statements, audited enrolment reports, graduate follow-up surveys, enrolment funding policy, university database tables, and a new degree program review process.

The Annual Report and Accountability

As noted previously, the purpose of the Annual Report is to provide an accounting of the activities of the Ministry to the legislature and the people of British Columbia. In doing so, this report focuses on the planned activities, outputs and results of the Ministry which were originally described in the Ministry's business plan and reflected in the priorities and goals described earlier in this report. These include:

- Increasing access to post-secondary education and training opportunities;
- Eliminating barriers affecting participation of learners;
- Ensuring learners are able to acquire job-readiness and job-specific skills;
- Supporting the economic development of British Columbia;
- Making post-secondary education and training more affordable to students and taxpayers; and,
- Ensuring the relevance and quality of the post-secondary education and training system.

In addition, assuming responsibility for Youth Options BC has brought a series of youth oriented objectives of the Ministry into sharper focus. These include:

- Supporting access to affordable and available education;

- Providing access to employment; and,
- Providing a "voice for youth" in government.

This report will address Ministry activities, outcomes and results associated with the public post-secondary education and training system first, before turning to government activities and outcomes associated with youth.

PUBLIC POST-SECONDARY EDUCATION

The Post Secondary Education Division of MAETT provides overall funding and program co-ordination for the public post-secondary education system in the Province. The Division also manages the British Columbia Student Financial Assistance Program which provides grants and loans to students in need.

The public system of community colleges, university colleges, provincial institutes, the Open Learning Agency and universities, delivers public post-secondary education and training in British Columbia. The system provides a comprehensive range of post-secondary programs, including adult basic education, trade/vocational, career technical, university transfer, academic and continuing education programs. Successful program completion leads to certificate, diploma, undergraduate or graduate degree designations.

Increasing Access to Post-Secondary Education & Training

New Student Spaces

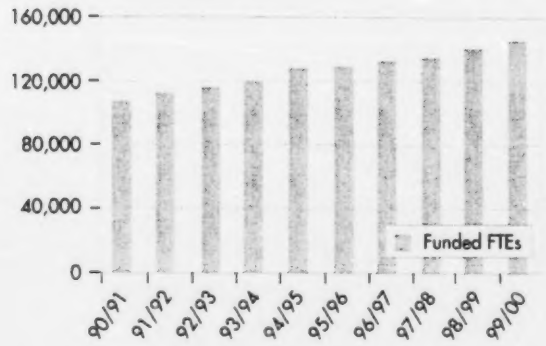
In 1999/2000 a total of 2,900 new student spaces were created at public post-secondary education institutions in British Columbia. This brings the number of new student spaces created since 1996 to nearly 16,000.

Student spaces are measured in full-time equivalent spaces (FTEs) defined as all full-time and part-time enrolments converted to the equivalent number of students carrying a full-time course load.

While BC's enrolment rates were increasing by 18 and 10.6 per cent for full-time and part-time students respectively, the national average was minus 6.7 per cent. And despite federal cuts, BC is the only province that has increased post-secondary education funding every year since 1991.

Figure 5:

Post-Secondary Education Funded FTEs
1990/1991 to 1999/2000



The number of funded FTEs in the public post-secondary education system has increased steadily since 1990/1991.

Source: MAETT

The Adult Basic Education Common Credential

In May 1999, the new British Columbia Adult Graduation Diploma (BCAGD) was announced. This is a new joint or common credential which replaces the former Adult Dogwood issued by the Ministry of Education and the Adult Basic Education Provincial Diploma issued by MAETT. The new Diploma will be known informally as the "Adult Dogwood" and came into effect on September 1, 1999 with full implementation by September 1, 2000. To be eligible for the BCAGD, adults have to be 19 years of age or older, or 18 years old and out of school for a year.

The new credential was the result of extensive work by adult educators in both the post-secondary system and the K-12 school system. It allows for more flexibility within the education systems of British Columbia. Students can transfer credits more easily between the two public systems throughout the province. Barriers that prevented adults from using credits from a variety of institutions toward secondary graduation have been removed. The overall result is a more learner-centred, integrated adult basic education system in the province.

Community Skills Centres

Community Skills Centres (CSCs) offer flexible, client-focused training, through the use of educational technologies and partnerships with public and private training providers, to reduce the impact of economic and labour

market adjustment in communities in British Columbia. The types of training offered through CSCs include adult basic education, advanced technical/industrial, career preparation, business management and general skills upgrading. Approximately 22,000 individuals participated in training and education programs offered through CSCs during 1999/2000.

In 1998, the Ministry initiated a policy review to identify future mandate, governance and funding arrangements for the CSC initiative, and its role in the post-secondary education system. In the Fall of 1999, the Ministry confirmed that a community-by-community approach with respect to the CSCs would be undertaken whereby those CSCs that achieve financial independence within the original funding framework at the end of 1999/2000 would receive one-time transitional funding in 2000/2001.

Those CSCs that could not reach financial independence within the original funding framework may receive transitional funding from the Ministry during 2000/2001 and 2001/2002 if they prepare a two-year business plan that describes how they will either achieve financial viability or merge with a local college.

Six CSCs achieved financial independence within the original funding framework at the end of 1999/2000, and will receive one-time transitional funding from the Ministry by early 2000/2001.

Twelve CSCs have prepared two-year business plans that demonstrate how they will either reach financial independence or merge with the local college. The Ministry has reviewed the CSCs' business plans and will confirm funding allocations for these Centres in early 2000/2001.

The remaining two CSCs may prepare a business plan to merge with their respective local colleges since it is unlikely that these Centres can achieve financial independence by the end of 2001/2002.

Literacy Grants

Learning to read and write enables people to build more rewarding lives. Literacy programs and services help thousands of people throughout British Columbia to achieve the skills to open doors that were previously closed. The adult literacy cost-shared program helps to provide this essential access to learning. - Linda Mitchell, Executive Director of Literacy BC.

For the 1999/2000 year, $1.6 million was made available for literacy activities in British Columbia. This is a partnership program between the Post-Secondary Education Division of MAETT and the National Literacy Secretariat of Human Resources Development Canada. Seventy-one projects were funded for the year. The provincial portion helped fund the following: 1-800 toll-free telephone line and referral and support services of Literacy BC (the provincial coalition); regional literacy co-ordination in nine regions of the Province; and twenty-two projects offering one-to-one literacy tutoring and/or literacy group activity in communities.

Prior Learning Assessment (PLA)

Prior Learning Assessment (PLA) is a process that enables people to gain recognition and credit for what they already know and can do. Institutions offering PLA services recognize that people learn at work, in their communities, and at home, as well as in classrooms. For many older students, the prospect of having to start at the beginning of formal education is not feasible - either financially or practically - if they are working and supporting families. PLA helps reduce the amount of time students need to spend back at school before moving into a new career by making it possible for them to earn credit toward a college or university credential or to receive recognition at work for the skills and knowledge they already possess. PLA benefits learners, educational institutions and employers.

MAETT provides funding to individual institutions and to the Centre for Curriculum Transfer and Technology which supports the development of the PLA initiative in British Columbia.

International Credential Evaluation Service (ICES)

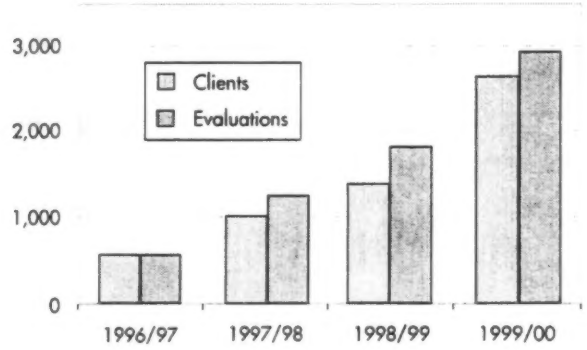
The International Credential Evaluation Service (ICES) was established by the Open Learning Agency to allow individuals who have completed their education outside of British Columbia or Canada to gain the recognition they need to pursue their education and career goals. Evaluation reports prepared by ICES assess the credentials of individuals who have studied in another province or country and determine comparable levels for British Columbia or Canada.

The evaluation reports are used by individuals for purposes of career planning, job search, education, professional recognition, licensing and immigration. The reports assist licensing bodies, employers, and educational institutions in determining if credentials held by an individual meet requirements for licensure, employment and admission.

A recent survey of ICES clients revealed that eighty per cent of those surveyed have completed university-level education and simply want recognition for what they have already learned. Most respondents (78%) used their ICES evaluations for employment purposes and/or to plan for and pursue educational upgrading (66%). In 1999/2000 ICES completed 2,946 credential assessments and served a total of 2,650 clients.

Figure 6:

International Credentials Evaluation Service
Clients Served and Credentials Evaluated, 1996/1997 to 1999/2000



Between 1996/97 and 1999/00, the number of credentials evaluated each year by ICES increased from 550 to 2,946, an increase of almost 600%.

Source: ICES, OLA

Institution Based Training and Expanded Capacity for Income Assistance Recipients

Institution Based Training (IBT) support services and/or Expanded Capacity are programs delivered through the colleges, university colleges, the British Columbia Institute of Technology, Nicola Valley Institute of Technology and the Native Education Centre.

These programs are part of an initiative to increase student recruitment, retention and successful completion of basic education or post-secondary education studies for students receiving BC Benefits. IBT funding provides student support services and Expanded Capacity provides funding to increase available student spaces specifically for this student population. In 1999/2000 an estimated 1,445 Expanded Capacity training seats were used by 10,762 clients

British Columbia Council on Admissions and Transfer

The British Columbia Council on Admissions and Transfer (BCCAT) was established in 1989 in response to a comprehensive report on access recommending several initiatives to improve student access to, and success within, the post-secondary education system. Council members include representatives from universities, university colleges, colleges, institutes, faculty and student organizations and the K to 12 system.

The mandate of BCCAT is to provide leadership and direction in facilitating articulation, transfer and admission arrangements between BC post-secondary institutions. In co-operation with post-secondary institutions, the Council develops policies that facilitate transferability of post-secondary credit courses so that credit can be applied toward bachelor degrees and diploma programs. On an annual basis, the Council publishes the BC Transfer Guide, a formal record of all the transfer agreements between and among participants in the post-secondary system. In addition, most of the information in the Transfer Guide is available at the BCCAT Web site, www.bccat.bc.ca.

ELIMINATING BARRIERS AFFECTING PARTICIPATION OF LEARNERS

Aboriginal Education and Training Policy Framework

MAETT began a process in May 1997 with the colleges, university-colleges, institutes, the Open Learning Agency and the universities, to implement the Aboriginal Post-Secondary Education and Training Policy Framework. The policy framework forms part of the strategic plan for the college and institute system. The universities and the Industry Training and Apprenticeship Commission have adopted the intent of the Policy Framework.

Its purpose is to increase the participation and success rates of Aboriginal people in post-secondary education and training. As part of operationalizing the policy, MAETT provided $3.9 million in support of Aboriginal programs at the post-secondary level in the 1999/2000 fiscal year. The Ministry supported the following deliverables as part of the implementation of the policy framework:

- New programs to provide Aboriginal people with the occupational competencies and skills for the labour market, including provision for integrated Adult Basic Education, applied programs and other community-based development and delivery systems;
- Implementation of a broad base of programs to improve Aboriginal enrolment and retention rates;
- Direct support for twenty-one First Nations co-ordinators in public institutions in the province;
- Encouragement for the development of Aboriginal Advisory Committees, which have now been established in almost all public post-secondary institutions in British Columbia; and,
- Continuing financial support for bridging, access, and other enhanced student support programs through the Aboriginal Special Project Fund.

Provincial Learning Network

The Provincial Learning Network (PLNet) is a telecommunications network connecting public schools, colleges, university colleges, institutes and agencies to each other and to the Internet. PLNet is also available to independent schools, Community Skills Centres, public libraries, museums, and science and cultural organizations.

With PLNet, learners have the opportunity to complete credit and non-credit courses on-line in situations where teacher and learner are separated by distance or time and workers have access to training and retraining opportunities offered at post-secondary education institutions without leaving their community.

Implementation of the PLNet began in 1998 and it is anticipated that all post-secondary education institutions will be connected by August 30, 2000.

Facilities Expansions and Improvements

During the year, the following expansions and improvements to post-secondary education facilities occurred:

- Cabinet approved the transfer of nearly 27 hectares of Crown land in Merritt to Nicola Valley Institute of Technology (NVIT). The new joint campus for NVIT and the University College of the Cariboo (UCC) will replace separate campuses currently leased in Merritt by NVIT and UCC;

- Three Crown land transfers were finalized for Camosun College, increasing the size of the Interurban campus by more than 12 hectares. The property will be held in its current form until the need for development arises;

- More than $280,000 was approved for Northwest Community College to purchase a 1.12 hectare site from the City of Prince Rupert for construction of a new campus;

- The provincial government, the City of Nelson and Selkirk College signed an agreement that allows Selkirk College to lease approximately half of the former David Thompson University facilities to become Selkirk's 10th Street Campus (had recently been the site of the private Canadian International College). The lease is for 25 years with an option to renew for another 25 years. Once renovations are complete, tourism and hospitality training will be delivered from the site;

Today's ceremony is a milestone in the evolution of NVIT as a national centre of aboriginal education. We are starting on the right foot, which will help guide NVIT to achieve its potential as a member of Canada's aboriginal community. This is a bright day in the history of aboriginal post-secondary education in BC and Canada. - Garry Merkel, NVIT Board Chair, Blessing, Naming Ceremony held at NVIT/UCC Campus site. Oct 29, 1999.

- Funding in the amount of $24,123 was provided to College of the Rockies for the planning of a 367 m^2 child care centre. The centre will accommodate 34 children (on a full-time equivalent basis) aged infant to kindergarten;

- Funding was approved for a $12 million project to expand the University of Northern British Columbia's laboratories. The new facility will provide another 5, 900 square meters of laboratory space for research and teaching. Existing labs will also be retrofitted;

- The provincial government approved $7.8 million in funding to help with the restoration of Camosun College's Young Building. Built in 1914, the Young Building is the oldest post-secondary education site in Victoria;

- At North Island College, the $2.3 million expansion project at the Comox Valley campus will include a cafeteria, classrooms, and continuing education space. The Ministry will provide just over $1 million of the funding and the college is to provide the remaining funds; and,

- The College of New Caledonia (CNC) received a $485,000 grant to renovate the Nicholson Building which is next to the college. CNC will relocate its heavy equipment and commercial transport mechanics program from its current site, 10 kilometers away from the main campus, to the Nicholson Building.

Expenditures on capital projects totaled $82,196,072 for 1999/2000. The university expenditure level was $30,643,610 and the colleges and institutes expenditure level was $51,552,462.

Internet Access to the Guide to Post-Secondary Education

Produced in cooperation with the Centre for Education Information, the 1999 Guide to British Columbia's Public Post-Secondary Institutions is an update to the program guide last published in 1997. The 1999 guide provides an overview of the programs and credentials available in the public post-secondary education system. The guide also serves as a career and educational planning tool for post-secondary education students, counsellors and administrators, and is available on the Internet at www.aett.gov.bc.ca/postsecguide/. One of the new features of the Web-based version of the guide is the searchable database.

Ensuring Learners Can Acquire Job-Readiness & Job-specific Skills

New Post-Secondary Degree Programs

In recent years, the number of degree granting institutions in BC's post-secondary system has increased from four to fourteen. With the expansion in degree-granting authority, a new degree approval process was implemented in 1995 to assist the Minister responsible for post-secondary education to fulfill the statutory responsibility for approving new degree programs. The process ensures that each new degree program meets the goals and priorities of the British Columbia post-secondary system, while respecting institutional autonomy and the different and distinctive roles and mandates of the province's degree-granting institutions.

The review process is meant to ensure that:

- high educational standards are maintained across degree programs;
- new degree programs meet the social, cultural and economic needs of the province;
- degree program development is coordinated across the system; and,
- limited financial resources are used wisely and appropriately within the context of the particular institution's funding.

All new degree program submissions are reviewed first by an internal Ministry committee and then by an external committee consisting of representatives from public post-secondary institutions in the province. After the internal and external committees have completed their review, their recommendations are forwarded to the Minister. In 1999/2000, twenty-two baccalaureate degree programs, six masters degree programs and one doctoral degree program were approved for implementation.

New Post-Secondary Programs

Educational approval for non-degree (certificate and diploma) programs is provided through the new program review process, a separate process from the degree program review. Proposed new programs are reviewed by an internal Ministry committee using criteria such as institutional "fit" with existing programs and expertise, labour market information, financial implications and cost-effectiveness, and similar programs elsewhere in the system. In 1999/2000, eight new programs were funded.

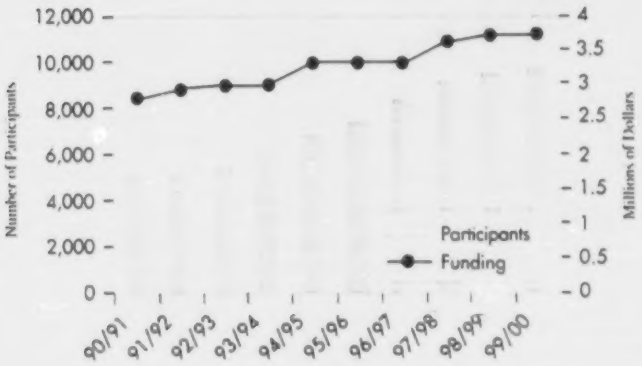
Co-operative Education

Co-operative education, introduced in the 1970s, bridges the gap between study and work by combining a balanced program of full-time work experience with the study periods required for an academic discipline. In 1999/2000, there were an estimated 9,800 work experience placements in British Columbia.

Twenty-two public post-secondary institutions offer co-op education in many program areas, including: administration/business, arts/fine arts, computing, environmental and natural resources, engineering; sciences, technologies (engineering, electronics, drafting etc.) and trades.

Figure 7:

Post-Secondary Co-op Education in BC
Number of Participants and Funding, 1990/1991 to 1999/2000



Between 1995/1996 and 1999/2000, the number of placements in post-secondary co-op education increased by 34% and funding increased by 12%. (Note: 1999/2000 participation values are based on estimates.)

Source: MAETT

The success of co-op programs in integrating students into careers related to their field of study is illustrated by the programs' growth. Co-op placements doubled each year between 1980 and 1985, doubled again between 1985 and 1988, and again between 1988 and 1991. Between 1995/1996 and 1999/2000, total co-op placements grew by approximately 34 per cent while funding increased by 12 per cent.

Career Technical Centres

Career Technical Centres (CTCs) are a joint K-12/Post-secondary initiative designed to strengthen the link between secondary and post-secondary education and training. CTCs provide an opportunity for secondary school students to receive a Dogwood Diploma and either a college certificate or credit towards a college credential in two and a half years or less.

CTCs are funded jointly by the Ministry of Education (MOE), Ministry of Advanced Education Training and Technology (MAETT) and the Industry Training and Apprenticeship Commission (ITAC).

In 1999/00, there were four operational CTCs in the province, located in Abbotsford, Kamloops, Prince George and Nanaimo.

The Ministry provided a total funding allocation of nearly $2 million to the four CTCs during 1999/00 ($1 million in one-time capital funding and nearly $1 million in operational funding). As well, in 1999/00, ITAC allocated an additional $214,000 in operational funding to these CTCs.

Supporting the Economic Development of British Columbia

These programs will help BC's universities turn out world-class graduates in the high-tech field. By linking students with our high-tech businesses, they will make contacts, forge partnerships and be more likely to stay in BC and contribute to our growing high-tech sector. - Jack Blaney, President, Simon Fraser University.

High-Technology Spaces

Twelve hundred new student spaces were created in high-tech programs in the post-secondary education system over the last two years. Seven hundred of the 1,200 spaces were announced in the 1999/2000 fiscal year provincial budget.

These high-technology student spaces are designed to encourage the expansion of educational programs that can produce the skilled graduates necessary for the growth of British Columbia's high-technology sector. British Columbia's public post-secondary institutions offer a variety of high-technology programs that respond to the diversity of occupations in the high-tech sector, from computer science to new media studies.

High-Technology Co-operative Placements
In January 2000, MAETT announced a $2.5 million high-technology co-operative education program, aimed at creating 4,800 new co-operative work terms over three years. About $500,000 was allocated to post-secondary education institutions in 1999/2000 to create at least 1,000 high-technology co-operative education placements across the province. Funding will be increased to $1 million in each of the following two years, enabling post-secondary institutions in the province to increase placements in British

Columbia's high-technology firms and to develop new regional co-op infrastructure.

Co-operative education programs have been shown to increase the earning power and job readiness of students. Companies benefit through the development of highly employable graduates. The high-technology co-operative education initiative, by linking students with high-tech firms in British Columbia, helps to develop a highly skilled workforce and contributes to the province's growing high-technology sector.

Technical University of British Columbia

Technical University of British Columbia (TechBC), British Columbia's newest university, is a specialized post-secondary institution. Highly flexible and able to respond quickly to the province's expanding knowledge-based economy, TechBC will meet the needs of emerging industries through its educational programs and applied research opportunities.

More than 1,200 people from BC, across Canada and as far as Kenya and Pakistan requested applications for [TechBC's] first year of full operations.

TechBC launched its undergraduate programs in the Fall of 1999 in three program streams: Information Technology, Management and Technology, and Interactive Arts. TechBC is also developing graduate programs in these program areas.

TechBC currently offers courses at temporary facilities in the Surrey Place Mall. A permanent campus will be part of a redevelopment of Surrey City Centre by the Insurance Corporation of British Columbia. It is expected that TechBC's new facilities will open for classes in September 2003.

British Columbia Knowledge Development Fund (BCKDF)

The $100 million British Columbia Knowledge Development Fund (BCKDF), funded from debt serviced capital, was announced May 11, 1998. BCKDF funding will provide a total of $100 million in capital funding for research infrastructure for the province's public post-secondary institutions, teaching hospitals, and affiliated non-profit agencies over a five year period that commenced in the 1999/2000 fiscal year. The objectives of BCKDF focus on enhancing provincial economic development and job creation.

BCKDF is both a stand-alone program and a partnering program with the federal Canada Foundation for Innovation (CFI). In most cases, BCKDF funding of up to 40 per cent will be provided to successful applicants on a matching basis. Usually, the remaining 60 per cent will be provided by the federal government, through CFI, and by other partners such as those from business and industry.

The BC Knowledge Development Fund is a five-year program to boost BC's research and development infrastructure in such fields as high-tech, health science, environmental management, resource industries and aerospace. This is key to our success in the global, knowledge-based economy and to maintaining our excellence in Research and Development.

BCKDF applications are reviewed by an external review committee established by MAETT. The committee includes representatives from the post-secondary system, business, health, technology, environment, resource-based industry sectors and the North.

The first BCKDF projects were approved in February 1999, and by March 31, 2000, twenty-eight projects and over $10 million in BCKDF funding had been approved, representing total project costs (including CFI and other matching funding) of over $29 million.*

In 1999/2000 alone, fourteen projects were approved, for over $8 million in BCKDF funding, and total project costs (including CFI and other matching funding) of over $23 million.

Policy Accord on Government Training Expenditures

In 1998, the Policy Accord on Government Training Expenditures (the "Accord") was negotiated in a process parallel to the collective bargaining process in the college, university college, institute and agency system. Signatories are employers (colleges, university colleges, institutes and agencies) as represented by the Post-Secondary Employers' Association; unions represented by the College Institute Educators' Association and the British Columbia Government and Services Employees' Union; and the Provincial Government.

The Accord is a government-wide initiative intended to strengthen and enhance British Columbia's public post-secondary system by optimizing utilization of its staff, facilities and resources.

The Accord applies to government training and education purchases for direct employees of government, on behalf of clients of government ministries, agencies, boards and commissions, and for Crown corporation employees.

The Accord requires that public educational institutions receive first consideration on direct awards of existing training options between $5,000 and $25,000. It also requires that there be a fair, open and transparent competitive selection process for all design, development and delivery of new or modified training contracts, or for the delivery of existing programs over $25,000. If the public institution's proposal meets or exceeds other proposals, they must be given first opportunity to provide the service.

* Note that the cumulative figures for both 1998/1999 and 1999/2000 have been included since MAETT's 1998/1999 annual report did not include funding information on BCKDF approved projects.

Many ministries have implemented the spirit and intent of the Accord this year, although official implementation is expected early in the next fiscal year. Visit the Web site at www.aett.gov.bc.ca/policy_accord for further information.

International Education

International education enhances educational, cultural and economic links with the global community with a goal to developing an integrated and collaborative post-secondary education system in which an international perspective is infused into all BC institutions.

The BC Centre for International Education (BCCIE), funded by the Ministry, plays a key role in the development and implementation of international education through the co-ordination of international education at the post-secondary level and marketing BC's public post-secondary education system internationally.

BC currently attracts more than 25 per cent of all foreign students coming to Canada each year. In 1999/2000, more than 13,400 international students came to BC to study in short and long-term programs. BC is now seen as a leader within Canada, being the only province to record an increase in its international student population in 1999/2000.

In response to a call from the Government of Canada for a national approach to the international promotion of educational goods and services, BC is now represented on key national and inter-provincial management groups, advisory committees and round tables, dealing with such issues as student mobility, immigration, marketing and credential recognition.

The presence of international students is a cost-effective way of developing and maintaining relationships that will create trading partnerships to ensure BC's future prosperity. Educational contracts valued at more than $70 million are currently being managed by BC public post-secondary institutions. British Columbia was successful in securing the 2000 World Education Market for Vancouver.

Industry Training and Apprenticeship Commission

In November 1997, the Industry Training and Apprenticeship Commission (ITAC) was created as an independent vehicle to encourage growth and change in apprenticeships. ITAC is a four-cornered partnership among business, labour, education and training and government. ITAC's mandate comprises the following objectives:

Access to training is critical to the growth in BC's economy and to having our young people stay here in BC and qualify for the jobs being created. That's why we added 2,300 new training spaces for the coming year in demand trades and fast growing occupations like film and graphic arts, aircraft maintenance, telecommunications and information technology.

- To create a training and apprenticeship system that is relevant, accessible and responsive to industry's needs;
- To identify, monitor and assess the needs of the labour market in BC;
- To expand the number of skilled people in designated trades and occupations;
- To increase the proportion of under-represented groups in designated trades and occupations;
- To integrate education and training systems to ensure a smooth transition between school and the workplace;
- To promote and encourage continuous upgrading and lifelong learning;
- To develop and expand a system of provincially recognized credentials; and,
- To ensure the efficient and effective use of resources in the industry training and apprenticeship system.

ITAC is a champion in promoting and addressing the industry training and apprenticeship needs of British Columbia's labour market. This industry-driven partnership between business, labour, education and training, and government has given ITAC a unique opportunity to provide skills and learning opportunities to thousands of British Columbians.

In 1999/2000, ITAC served over 25,000 clients, including the provision of over 23,000 training opportunities through industry training and apprenticeship programs throughout the province. This represents an 11 per cent increase in training spaces over the previous year.

Other significant developments for ITAC in 1999/2000 included:

- Implementation of a new industry advisory structure involving over 60 committees and over 600 representatives of business, labour and education.
- New partnerships with knowledge-based industries in information technology, aerospace, tourism, and small business.
- Increased promotion and awareness activities to market trades and technical careers to high school students and unemployed youth.

ITAC is also promoting apprenticeship and work-based training for under-represented groups. This activity has resulted in a 23 per cent increase in

the number of women in trades and technologies since 1997, and a 100 per cent increase in the number of students in the Secondary School Apprenticeship Program (SSA). An aggressive campaign to promote the SSA program, planned for subsequent years, will surely continue this extraordinary growth.

With the goal of achieving a more highly skilled and educated workforce, ITAC has taken an uncompromising approach to promoting continuous upgrading and life-long learning. This has resulted in a more than 300 per cent increase in training opportunities for journeypersons since 1999/2000 in its Skills Upgrading Program.

A greater appreciation of ITAC's initiatives and activities may be gained from the separate report on outcomes and results which is issued by the Commission.

An increasing number of Canadians are finding that work in the skilled trades can be both rewarding and lucrative. - Globe and Mail.

Quick Response Training

Previously offered in 1994/1995 and 1995/1996 as part of the Skills Now initiative, the Quick Response Training (QRT) program was re-introduced in 1999/2000 to provide institutions with the opportunity to respond to the needs of learners in communities in economic transition. The QRT program received $400,000 for the creation of 100 student spaces in 1999/2000.

The program is intended to do the following:

- Respond to emergent training needs of communities in economic transition;
- Respond to training needs of clients affected by economic restructuring;
- Provide public post-secondary institutions with support to deliver innovative programs;
- Foster partnerships in training with community agencies, the private sector, training partners and other levels of government; and,
- Strengthen community economic development.

As of March 31, 2000, twenty-three QRT projects were approved for delivery in twenty communities by ten institutions. Training was provided in program areas such as adult basic education/employment preparation, health, tourism/hospitality, business, industrial and forestry.

Training is an important element that helps people and cities make changes and grasp new opportunities. Quick response spaces will help the communities most in need by adding spaces to programs that provide training tailored to local requirements. At the same time, we're helping these communities by encouraging partnerships between our institutions and local businesses and agencies.

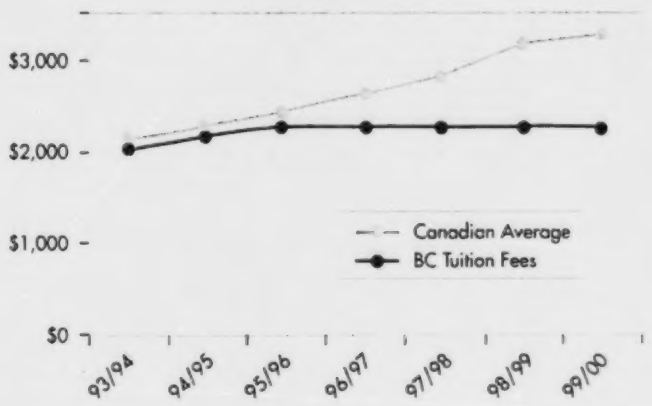
Making Post-Secondary Education & Training More Affordable

Extension of the Tuition Freeze

Across Canada, tuition fees increased by 7.1 per cent this year and nearly 126 percent between 1990 and 1999. However, tuition at BC public institutions has been frozen at 1995 levels.

Through the *Tuition Fee Freeze Act*, tuition fees at public post-secondary education institutions remained frozen at 1995/1996 levels for the fourth consecutive year. The legislation froze tuition fees for students at British Columbia's twenty-eight public post-secondary education institutions. The legislation also froze mandatory ancillary fees that could increase the cost of tuition, such as library and registration fees.

Figure 8:
Tuition Fee Levels, Canadian Average and British Columbia, 1993/1994 to 1999/2000



In BC, tuition fees have been frozen at 1995/96 levels for four consecutive years. Note that for BC, the average tuition fee is based on tuition for two semesters of full-time study in an undergraduate Arts and Sciences program.

Source: MAETT

Students enrolled in two semesters of full-time study in an undergraduate Arts and Sciences program at a BC university in 1999/2000 paid an average tuition fee of $2,280 compared to the Canadian average of $3,140.

The tuition freeze is part of the provincial government's commitment to increase access to post-secondary education.

Student Financial Assistance

More than 64,000 post-secondary students received student loans and grants in 1999/2000, an increase of 4,800 (8%) from the previous year. MAETT provided a $15.82 million increase to the BC Student Assistance Program (BCSAP) budget.

A significant change to the program extended non-repayable grants to all high-need students in their third and fourth years of post-secondary study through the integration of the federal government's new Canada Millennium Scholarship Foundation bursaries with BCSAP. Grant assistance rose $40.9 million to $91.6 million this year, from $50.7 million last year. This will allow many students to graduate from post-secondary studies with no provincial loan debt. No other province has such a generous grant program.

It has been a long-standing commitment of government to enhance what's already known as the most comprehensive and generous student financial assistance program in Canada.

The level of BC Student Loan assistance decreased this year (to $114.8 million) as a result of the additional grants. The Ministry used the savings to reinvest in other student aid programs. An Interest Relief program was introduced to help students experiencing difficulty in repaying their BC student loans.

In addition to reducing student debt by extending the grant program, there was a significant increase in remissions (forgiveness) on BC student loans. More than $22 million was remitted to 2,243 students. The average amount remitted was $9,900, almost $1,000 more than in 1998/99.

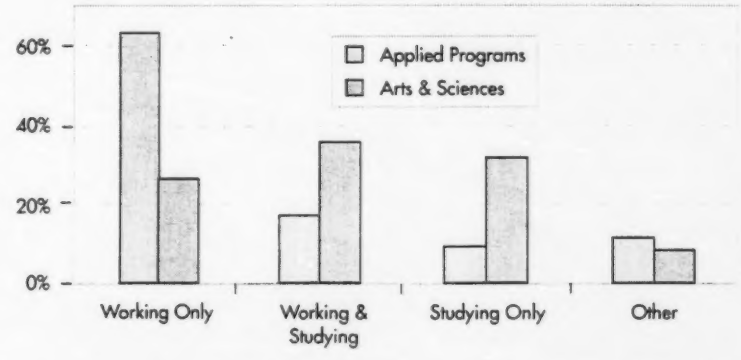
Evaluating Relevance & Quality in Post-Secondary Education

1999 BC College and Institute Student Outcomes Survey

Conducted on an annual basis, the Student Outcomes Survey is a source of information for students making educational decisions and for post-secondary education stakeholders involved in educational planning and decision making.

Figure 9:

College & Institute Student Outcomes
Activities of Former Students, Spring 1999



A year after leaving school most former students were working and/or studying. While over 80% of former applied programs students were working full-time or part-time, a large percentage of formers arts and sciences students were continuing their studies.

Source: MAETT

In the Spring of 1999, former students were contacted by telephone nine to twelve months after completing all, or a significant portion, of their program of studies. The survey asked former students what they have done since leaving and if they were satisfied with the education they received. Results for the 1999 Survey are based on input from 16,681 of 33,852 eligible former students from British Columbia's twenty-one public colleges, university colleges and institutes.

At the time of the interview, 85 per cent of former students were in the labour force. Of former students from career oriented or applied programs the labour force participation rate was 92 per cent. The labour force includes individuals who are working or looking for work. 84 per cent of former students were "completely" or "mainly" satisfied with their education.

Outcomes of BC College and Institute ESL Students

English as a Second Language (ESL) programs provide language instruction to British Columbians whose first language is not English. ESL programs are designed to help adult learners develop the language skills that will enable them to pursue goals such as achieving Grade 12 English equivalency, obtaining a post-secondary qualification, increasing employability and fully participating in their communities.

Findings from the Outcomes of BC College and Institute ESL Students: English as a Second Language Student Outcomes Project are used to evaluate the quality and relevance of the public post-secondary English language training system, to develop recommendations to improve the system and to create a profile of adults who enroll in ESL programs.

The report is based on the analysis of data produced from an in-class survey administered in 1997, a follow-up telephone survey administered in 1998 and a focus group study done with students and former students in mid-1999.

Survey results showed the main reasons ESL students enrolled in their program were to improve their opportunities for employment, to equip themselves for life in Canada and to further their education. At the time of the second survey, 80 per cent of ESL students felt they had made "much" or "some" progress toward accomplishing their goals.

One year after being surveyed, students reported their daily use of English increased from an average of 22 percent in the Fall of 1997 to 37 per cent in the Fall of 1998. In addition, 90 per cent of students felt their ESL helped "some" or "a lot" with their English at work. Overall, 85 per cent of students reported that they were "very" or "somewhat" satisfied with their training.

Graduate Outcomes Survey

The universities, with funding from the Ministry, have collaborated on joint follow-up surveys of undergraduate students since 1995. The "Class of '96: One Year After Graduation" is the third follow-up survey of 1996 baccalaureate graduates from University of British Columbia, Simon Fraser University, University of Victoria and University of Northern British Columbia.

Graduates were asked questions about personal goals and satisfaction, finance and debt load, computer skills and current employment activities. The vast majority of graduates surveyed (92.1 %) were "very" or "somewhat" satisfied with their baccalaureate program. The majority of graduates (83.8 %) were working one year after graduation. Of those graduates in the workforce working or seeking work, 92.9 per cent were employed. The majority of university graduates (70.6 %) were working full-time, and of those working part-time, the majority (65.1 %) were doing so by choice.

Maclean's Survey Gives BC High Marks

In the 1999 rankings of Canadian universities by Maclean's magazine, BC universities continued to score extremely well. Once again, all four of the universities ranked by Maclean's appeared in the top ten of their respective categories.

The University of British Columbia moved up from fourth to second place in the medical/doctoral category. In the comprehensive category, Simon Fraser University tied for second place with Queen's University, and the University of Victoria was unchanged at fourth place. In its second year of appearance in the Maclean's rankings, the University of Northern British Columbia has moved from ninth to eighth in the primarily undergraduate category.

The rankings are based on a number of measures, such as class sizes, percentage of tenured professors teaching first year classes, calibre of the faculty and their success in securing research grants, scholarships and bursaries, and library holdings.

OPTIONS FOR YOUTH

The Youth Office, which manages the policies and communications of the cross-government Youth Options BC initiative, joined the Ministry of Advanced Education, Training and Technology in August of 1999.

Youth Options BC provides young people in BC with a connection to employment through twelve employment, training and work experience programs, access to available and affordable post-secondary education, and a voice for youth.

Youth Options BC includes two programs managed by the Ministry, Student Summer Works and Youth Community Action, plus ten other programs managed by nine other ministries or agencies across government.

In 1999/2000, the twelve programs exceeded their targets of creating 17,318 positions, and created 20,415 positions, with a budget of $34.5 million.

As well, the Youth Options web site (www.youth.gov.bc.ca) received over 250,000 visits, and the toll-free line (1-877-BC-YOUTH) served almost 20,000 callers during the year.

The success of Youth Community Action and Student Summer Works means more youth are getting real, hands-on work experience that relates directly to their current or future field of study.

Supporting Access to Affordable and Available Education

In 1999/2000, the Youth and Labour Market Services Branch of the Ministry managed two Youth Options BC programs - Student Summer Works and Youth Community Action - designed to provide young British Columbians with opportunities to acquire education, skills training, and work experience. These programs are delivered through community (host) agencies on behalf of the Ministry.

Student Summer Works

Student Summer Works (SSW) operates from May to September and is an employment and training program for secondary and post-secondary students. The program provides secondary and post-secondary students with opportunities to gain work experience related to their chosen career or field of study.

In 1999, just over 3,523 employers participated in the creation of 5,265 positions. The average hours per approved position was 380, and the average hourly wage paid was $9.40. Employers were reimbursed on

average $3.94, with the average cost to the Ministry totalling $1,499.06 per position. Of the program participants, 31 per cent were high school students, 16 per cent were in college, 16 per cent were in university colleges, 32 per cent in university, 4 per cent were in public institutes and 1 per cent in private post-secondary institutions.

Table 2: YOBC 1999/2000 Outcomes - Student Summer Works

Program & Ministry	Budget (millions)	Position Targets	Positions Created	Percentage of Targets
Student Summer Works (AETT)	$8.90	5,100	5,265	103%

Youth Community Action

The Youth Community Action (YCA) program provides youth aged 15 to 24 with opportunities to gain valuable work experience in areas related to their interests, chosen career or field of study and to earn post-secondary tuition credits that can be used at eligible post-secondary institutions in British Columbia.

The program is delivered by a network of host agencies who work with community-based non-profit organizations, publicly-funded institutions, and professional associations which act as sponsors for projects and individual placements. Priority is given to projects that enhance community development, culture, heritage, recreation, community safety and literacy.

Youth receive work experience by volunteering their time with the sponsoring organizations and earn tuition credits at a rate of $8 per hour. They may earn up to $2,400 in credits for projects that range from 100 hours to 300 hours and their tuition credits are valid and redeemable for five years at eligible BC education and training institutions.

In 1999 over 950 sponsors participated in creating 1,987 positions. The average hours per approved placement was 146, with an average cost per placement of $1,175. Sixty five per cent of participants were aged 15 - 19, with the remainder aged 20 - 24. Just over half of the participants reported high school as their highest level of education, while 46 per cent had some post-secondary education.

Table 3: YOBC 1999/2000 Outcomes - Youth Community Action

Program & Ministry	Budget (millions)	Position Targets	Positions Created	Percentage of Targets
Youth Community Action (AETT)	$3.40	1,200	1,987	165%

Providing Access To Employment

The Ministry is also responsible, through the Youth Office, for supporting and co-ordinating Youth Options BC programs which are sponsored and delivered by other provincial government ministries and agencies. These programs are described below.

Job Start

The objective of Job Start, managed by the Ministry of Social Development and Economic Security, is to assist unemployed youth (aged 17 to 24), who have limited work experience and are not immediately planning on returning to school, in obtaining long-term employment.

The program helps young people get the experience they need to get work and to keep on working by assisting employers through a wage-sharing arrangement. Employers are provided with a reimbursement of 50 per cent of the provincial minimum wage for a maximum of 360 hours to help offset the time and costs of training a young person.

First Job in Science & Technology

First Job in Science and Technology (FJIST), managed by the Information, Science and Technology Agency, assists post-secondary science, technology and engineering graduates in getting their first full-time job in their field of study. FJIST 2000 runs from April 1, 2000 to March 31, 2001.

The provincial government reimburses employers up to 50 per cent of full-time wages paid to a maximum of $7.00 per hour. Employers provide the rest of the wage.

Youth@BC

Youth@BC, managed by the Information, Science and Technology Agency and the Ministry of Municipal Affairs, provides summer jobs for youth and involves young people in community internet training and programming. It is a partnership program involving the provincial government, youth, high technology firms, public libraries, schools and other community members.

The provincial government provides conditional grants to public libraries and community schools to enable them to hire youth as summer community internet trainers. Youth who are hired through the program work with sponsoring libraries or schools, corporate mentors and the community to help local youth learn internet skills and to develop Web sites of interest to young people.

Environment Youth Teams (E-Teams)

The E-Team program, managed by the Ministry of Environment, Lands and Parks, gives youth training and experience working on environmental and outdoor recreation projects. Work Crews complete projects such as building sections of the Trans Canada Trail, maintaining and enhancing provincial parks facilities and planting interpretive gardens. Interns work with public and private sector offices on projects such as mapping, designing Web pages and testing soil or water quality. Eco-Ed members teach environmental stewardship issues at schools, shopping centres, fairs and other public places.

BladeRunners

BladeRunners is modeled after a highly successful 1994 pilot project, which offered young people on the street in Vancouver the opportunity to work on the construction of the GM Place arena, Ford Theatre, and the Collingwood Village project. Participants in the pilot project acquired basic construction skills, life skills, self-esteem and valuable work experience that greatly improved their long-term employment prospects.

In 1996/97, the program expanded to Victoria, Vernon, Kamloops, and Nanaimo, with a focus on construction-related trades. In 1997-98, Prince George and Kelowna projects were added. Over the past four years, the majority of BladeRunners participants have continued to work after graduation from the program and many have obtained apprenticeships in a desired trade.

Youth Business & Entrepreneurship Training (YouBET!)

YouBET!, managed by the Ministry of Small Business, Tourism and Culture, provides entrepreneurs under 30 with the tools necessary to start their own business. Through a series of both one-day workshops or twelve-day training series, participants can develop valuable business skills and learn about business resources available in their communities.

Participants in the YouBET! Plus workshops are encouraged to take advantage of the mentorship component of the program, where they are matched with local business professionals for additional advice and guidance. In addition, the trainer also provides YouBET! Plus participants with one-on-one business counselling to help complete their business plans, facilitate start-up and prepare them to obtain necessary financing.

Public Service Employment Programs for Youth

Both government and non-government public sector employers have

teamed up to provide employment opportunities for youth in British Columbia.

Public Service Youth Employment

Managed by the Public Service Employee Relations Commission, this program offers internship, youth employment and co-op employment opportunities to recent graduates of post-secondary institutions, to provide them with work experience and help them obtain work in their career area.

Public Sector Youth Employment

The Public Service Employers Council provides employers with funds to create short and long term employment and training opportunities for youth with community agencies, school districts, health regions, colleges and universities.

Crown Youth Employment Initiative

The Crown Youth Employment Initiative provides young people with employment and training opportunities at BC Crown corporations and the Workers' Compensation Board. The program focuses on youth 24 years of age and under, subject to meeting the qualifications of the specific jobs available.

Table 4: YOBC 1999/2000 Outcomes - Other Programs

Program & Ministry	Budget (millions)	Position Targets	Positions Created	Percentage of Targets
Job Start (SDES)	$2.10	1,000	1,123	112%
First Jobs in Science and Technology (ISTA)	$8.90	250	220	88%
Youth@BC (ISTA and MMA)	$.45	88	88	100%
Environmental Youth Teams (MELP)	$11.2	1,700	1,762	103%
BladeRunners (MCDCV)	$1.20	120	105	88%
You BET (MSBTC)	$1.55	1,600	2,048	128%
Public Service Youth Hire (PSERC)	$1.50	959	1,074	112%
Public Sector Youth Employment (PSEC)	$1.50	300	354	118%
Crown Youth Employment (CCS)	Existing Budgets	4,000	4,015	100%

Visions for the Future

Visions for the Future is managed by the Ministry of Small Business, Tourism and Culture and is designed to help Aboriginal youth develop long-term career plans, and learn about job training and education options. Program partners include First Nations, Friendship Centres, the Aboriginal Capital Corporation, Aboriginal Economic Development organizations, private industry, community agencies, and the federal government.

Visions for the Future conferences are held throughout British Columbia to encourage Aboriginal youth to explore employment and education options. Conference speakers include representatives from First Nations and Aboriginal organizations, industry, advanced education and government who speak with participants and share information and expertise about how to find a good job, enhance their education or start a small business.

Providing a 'Voice for Youth'

The Youth Options BC initiative provides several avenues whereby young British Columbians can participate in the affairs of the province.

Youth on Boards

Youth on Boards provides young adults with an opportunity to sit on the boards of government agencies, commissions and crown corporations. The program gives youth an opportunity to make a difference in their community by participating in the management of the organization they serve.

Most members of provincial agencies, boards and commissions serve as volunteers, although reimbursement is generally available for travel and out-of-pocket expenses.

Web Site and Toll-Free Line

The Youth Options BC Web site continues to increase in popularity and use. In March 2000, over 37,710 visits to the site were recorded compared to 17,474 during the same period in 1999.

The majority of Youth Options BC Web site visitors are interested in, and want information about, employment or employment-related programs.

Youth Options BC also manages a toll-free line (1-877-BC-Youth) which averages approximately 2,000 enquiries a month on a wide range of education and employment related topics relevant to the Ministry's mandate.

Enhancing Labour Market and Career Planning Information

Since the early 1990's the Ministry has been responsible for monitoring and reviewing BC labour market developments in support of effective development and delivery of education, training and employability programs and services. Activities include production of a yearly labour market scan and a monthly review of labour force statistics; maintenance of 10 year industry/occupational employment projections and related labour market data; and undertaking of other labour market research and analysis as required.

Through the recently launched "New Directions in Labour Market Information" initiative the Ministry is working with other government and non-government partners to produce and distribute a wide range of career, learning and labour market information products and services which support career exploration and development, education and training, and employability and job search planning and decision making on the part of governments, the private sector, and individuals.

The Ministry is also contributing to continued implementation of the Labour Mobility Chapter of the Internal Trade Agreement and to meeting the pan-Canadian labour market development objectives of the Forum of Labour Market Ministers (FLMM). This to ensure that the Ministry's interests are represented and advanced through the appropriate inter-governmental and related forums and partnerships.

Under the New Directions initiative, substantial partnerships have been forged with several other Ministries, most notably Finance (BC Stats) and Employment and Investment, to update, enhance or develop a number of data-related labour market information products and services, including the Regional Employment Projections Model, the Major Projects Inventory, the BC Manufacturers Directory and others.

In addition, a major thrust of all of these data development projects is to enable Internet access to the data and information being compiled. This improved access will be of particular benefit to non-government, non-technical users who do not subscribe to any of the BC Stats data services.

Work is well underway with HRDC and other provincial Ministries on updating the key "retail" career and labour market information products produced or sponsored by the Ministry. These include Work Futures, A Guide to the BC Economy and Making Career Sense of Labour Market Information.

A critical component of any career and labour market information strategy is effective promotion and marketing of available resources to support career and labour market planning and decision making. Products such as What's Key in LMI in BC and Web sites such as BC WorkInfoNet, which is sponsored in part by the Ministry, all contribute to better awareness and understanding of the importance of, and how to use, available career and labour market information resources.

Providing the end-user with more co-ordinated and seamless access to relevant labour market information and resources has been identified and is being addressed as a priority. Development of effective cross-linkages between the key online information providers is well underway. In addition, a number of specialized "access tools" such as the Labour Market Information Search Engine, Surfing for Work in BC, and Career Gateways are being developed by the Ministry and its partners through the New Directions initiative.

LOOKING FORWARD

The Ministry 2000/2001 Performance Plan, completed and published in Spring 2000, highlights the goals and strategic objectives for the Ministry during the period 2000/2001 and outlines key initiatives, performance measures, targets and accountability. It establishes a strategic framework for Ministry activities and sets the stage for future performance measurement.

As stated in the 2000/2001 Performance Plan, the Ministry has three long-term strategic goals and associated objectives that flow from its mission and the realities of British Columbia today. They include:

A well educated citizenry and labour force:

- To improve access to post-secondary education and training opportunities;
- To eliminate barriers affecting the participation of learners;
- To make relevant and high quality post-secondary education and training affordable to students; and,
- To foster institutional and program innovation that serves the needs of learners.

A strong knowledge-based economy:

- To support the economic development of British Columbia;
- To ensure learners are able to acquire employability skills;
- To provide leadership for labour market development activities and ensure that post-secondary education and training programs are relevant and responsive to changes in the labour market; and,
- To enhance transitions into and between work and learning.

A well managed organization:

- To make post-secondary education and training efficient and effective;
- To ensure the Ministry is accountable to the public;
- To provide Ministry staff with the resources, training, tools, and supports needed to perform their duties effectively and efficiently; and,

- To ensure effective, efficient and relevant consultations and negotiations with the Ministry's stakeholder groups and other jurisdictions.

The 2000/2001 Performance Report will report on the activities, outcomes and achievements of the Ministry for the coming fiscal year in relation to the goals and objectives as outlined above.

APPENDICES

Appendix 1: Glossary

Accreditation

A process which recognizes an institution or program as maintaining standards that qualify graduates for admission to higher or more specialized institutions, further study or professional practice.

Adult Basic Education (ABE)

Programs that provide adult learners with basic life skills, literacy, numeracy, language skills, high school equivalency and/or prerequisites for entry into post-secondary programs or the job market. Both colleges and school districts offer these programs.

Advanced Placement

Entering a program at a point beyond which a learner would normally begin studies, through obtaining course credit for skills and knowledge gained prior to application to the program.

Baccalaureate Degree

See Bachelor's Degree.

Bachelor's Degree

Programs normally take four years of full-time study to complete. Many offer options in particular disciplines as well as a more specialized honours option. University colleges, institutes, the agency and universities award these degrees.

British Columbia Education and Training System

Includes all schooling in BC from Kindergarten through Grade 12 and post-secondary education and training.

British Columbia Knowledge Development Fund (BCKDF)

BCKDF is both a stand-alone program and a partnering program with the federal Canadian Foundation for Innovation (CFI). In most cases, BCKDF funding of up to 40 per cent will be provided to successful applicants on a matching basis. Usually the remaining 60 per cent of funding required will

be provided by the federal government, through CFI, and by other partners such as those from business and industry.

BC Council on Admissions and Transfer (BCCAT)

The mandate of the British Columbia Council on Admissions and Transfer (BCCAT) is to provide leadership and direction in facilitating articulation, transfer and admission arrangements between BC post-secondary institutions.

BC Student Assistance Program (BCSAP)

A comprehensive set of financial aid programs designed to assist post-secondary students who demonstrate financial need.

Certificate

Usually involve one year or less of study. Certificates are awarded at colleges, university colleges, institutes and universities.

Charting a New Course

A strategic plan developed by representatives of the college, institute and agency system in collaboration with the former Ministry of Education, Skills and Training. The plan was released in September 1996, and identifies four system goals of relevance and quality, access, affordability and accountability.

Community Skills Centres (CSCs)

A network of institutions that works with public and private training providers and uses educational technologies to meet the training and education needs of their respective communities.

Continuing Education

An education program offered by the post-secondary education system that serves diverse learning purposes such as labour force development, high school completion, the upgrading of a current graduation certificate, cross-cultural learning; public service and social responsibility in the community, and general interest education.

Council of Ministers of Education (CMEC)

CMEC is the national voice for education in Canada. Through CMEC, ministers responsible for education can consult and act on matters of mutual interest, as well as work with national education organizations and

the federal government. CMEC also represents the education interests of the provinces and territories internationally.

Course Completion

Completion of a registered course resulting in a final grade of Pass or better.

Co-operative Education

Education programs that include one or more work experience components that may be assessed for credit toward program completion.

Credentials

Certificates, diplomas, degrees, associate degrees and advanced diplomas awarded for a course or program that has a minimum of 60 student contact hours of instruction or course hour equivalent activity and an evaluative component.

Distance Education—Distributed Education

Course work that takes place without a requirement for the learner to be physically present in a traditional classroom setting. Instruction occurs through correspondence, telecommunications, or other electronic media and is provided throughout the year, permitting schedule flexibility. Distance education courses are available to public and non-public school students at the elementary, secondary and post-secondary levels.

Diploma

Normally involves two years of study in a career, technical, or academic program. Diplomas are awarded at colleges, university colleges, institutes, the agency and universities.

Doctoral Degree

Involves course work and original research that must be written as a thesis and successfully defended. Admission to a doctoral program usually requires completion of a Master's degree or a Bachelor's degree with special qualifications. Only universities award Doctoral Degrees.

Dual Credit

Credit for secondary school graduation that is also recognized for transfer of credit in courses and programs in post-secondary institutions.

Educational Costs

Costs directly related to a post-secondary student's study period. Such costs include tuition, books, supplies, mandatory fees payable to the institution in connection with the course of study, such as admission fees, student society fees, student services fees, fees for examinations, transportation for attending studies, daycare, and exceptional education costs (e.g., expenses for field trips, practicums.

Employability Skills

Includes generic skills, qualities, competencies, attitudes, and behaviours that employers are looking for in new employees.

English as a Second Language (ESL) Program

Programs in the post-secondary system designed to improve the English language skills of non-native speakers. Also referred to as English Language Training (ELT) programs.

Equivalency

The process of receiving credit for a Ministry authorized or locally developed Grade 11 or Grade 12 course, based upon documented achievement of learning outcomes from a course or program from another institution or jurisdiction.

Forum of Labour Market Ministers

The Forum of Labour Market Ministers (FLMM) was established in 1983 to provide an opportunity for interjurisdictional discussion and co-operation on labour market issues.

Full-Time Equivalent (FTE) Student/Learner

An FTE represents all full-time and part-time enrolments converted to the number of students carrying a "normal" full-time course load as defined by the different program areas.

High-Technology Sector

A sector of industry that focuses on the production of high technology goods and services as ultimate outputs.

Industry Training and Apprenticeship Commission (ITAC)

The Industry Training and Apprenticeship Commission (ITAC) was

established in November 1997 to foster an apprenticeship and training system that is relevant, accessible and responsive to industry's needs.

Information Science and Technology Agency (ISTA)

ISTA leads the BC government's efforts to strengthen the economy through the development and application of technology; connect British Columbians through universal, affordable access to networks and the services delivered over those networks; and, transform government program and service delivery through the management and use of information and technology.

Institution Based Training (IBT)

Institution Based Training (IBT) support services and/or Expanded Capacity programming provide support services to increase recruitment, retention and successful completion of basic education or post-secondary education studies for students receiving BC Benefits.

Job Start

Job Start is a employment program for unemployed youth aged 17 to 24 years who have limited work experience and are not immediately planning on returning to school.

Key Performance Indicators (Colleges, University Colleges, Institutes and the Agency)

A defined set of statistics derived from consistent data collection, used to assess the results of current practices and determine necessary adjustments.

Knowledge Network

A component of the Open Learning Agency (OLA) that offers educational and informative television programming including formal curriculum-based programs for K-12 students, teachers, parents and post-secondary students.

Labour Force

The civilian population aged 15+ who are either employed or unemployed (the latter of which includes those actively seeking employment or on temporary layoff).

Labour Market Development Agreement (LMDA)

The Labour Market Development Agreement is joint federal-provincial agreement signed on April 25, 1997. The Agreement provides for shared

responsibility for the employment benefits and support measures that are available under Part II of the Federal Employment Insurance Act.

Labour Market Information (LMI)

Information about the supply and demand for labour in the economy. This information is usually processed, interpreted and analyzed using the theoretical framework, methodology and tools of the labour market economist. In its broader sense it is used to denote any information which is used for labour market related planning and decision making purposes.

Master's Degree

Normally takes two years of study and may involve research or writing a thesis. Admission usually requires completion of a Bachelor's degree. Only universities award Master's Degrees.

Personal Education Number (PEN)

A permanent, unique identification number that is assigned to each student in the K-12 system and in the post-secondary system. PENs are used for administrative purposes and to track student flows across educational systems (K-12 and post-secondary) and between institutions.

Portability

The ability to transfer credit for courses or programs from one institution to another throughout the province and across Canada.

Post-Secondary Education Participation Rate

The proportion of an eligible cohort that was involved in an educational activity.

Prior Learning Assessment (PLA)

Assessment by some valid and reliable means, by a qualified specialist, of what has been learned through non-formal education, training, or experience, that is worthy of credit in a course or program offered by the institution granting credit.

Provincial Learning Network (PLNet)

A province-wide telecommunications network which connects schools in the K-12 system and colleges, university colleges, institutes and the Open Learning Agency. PLN is also available to libraries, museums, and science and cultural sites.

Student Financial Assistance (SFA)

Refers to financial assistance provided to post-secondary students (e.g., BC Student Assistance Program).

Student Summer Works (SSW)

Student Summer Works is an employment and training program for secondary and post-secondary students.

Vocational Programs

Generally refers to trade-oriented programs of less than 12 months duration, usually leading to a certificate, but does not include apprenticeship programs.

Work Experience

An opportunity for a participant to take a training position at an eligible employer's work site, performing some of the tasks of a specified job.

Youth Community Action (YCA)

Youth Community Action provides youth aged 15 to 24 with opportunities to gain valuable work experience in areas related to their area of interest, chosen career or field of study and to earn post-secondary tuition credits that can be used at eligible post-secondary institutions in British Columbia. Youth receive work experience with non-profit organizations and earn tuition credits which can be redeemed at eligible BC education and training institutions.

Youth Options BC

A comprehensive series of youth employment and skills training programs delivered through a combination of public, private sector, and community resources. Programs include Student Summer Works, Environment Youth Teams, First Job in Science and Technology, Job Start, and many others.

Appendix 2: Financial Tables

Ministry of Advanced Education, Training and Technology Budget
Summary of Actual Expenditures vs. Total Appropriations[1]
Fiscal 1999/00 ($000s)

Vote #	Description	Total Appropriations[2]	Actual Expenditures	Net Under (Over)
11	Ministry Operations	1,587,864	1,587,452	412
	Minister's Office	464	456	8
	Program Management	17,079	16,678	401
	Post-secondary Education Programs	1,557,848	1,557,846	2
	Youth Programs	12,473	12,472	1
13	Information, Science and Technology Agency	39,638	39,225	413
Total Voted Appropriations/Expenditures		1,627,502	1,626,677	825
	Statutory			
	Cabinet Planning & Communications Secretariat	473	471	2
	British Columbia Transit	170,540	147,065	23,475
	Special Accounts			
	Industry Training & Apprenticeship Commission	70,505	70,505	0
	Science and Technology Fund	26,080	26,080	0
	Transfer from Vote 11 to Industry Training & Apprenticeship Comm.	(70,105)	(70,105)	0
	Transfer from Vote 13 to Science & Technology Special Account	(17,209)	(17,209)	0
	Valuation Allowance	52	52	0
Total Expense		1,807,838	1,783,536	24,302

Note: (1) All information obtained from Consolidated Revenue Fund Supplementary Schedules of 1999-00 Public Accounts (pages 24 - 26).
(2) Total Appropriations include Budget Re-allocations and Other Authorizations (Statutory).

Post-Secondary Education System

Comparison of Initial April Operating Grants 1998/99 to 1999/00 (Net of ITAC Apprenticeship & Entry Level Trades Programs)

Colleges and Institutions	1998/99	1999/00
BCIT	$67,882,839	$68,892,471
Camosun	$30,186,084	$30,816,334
Capilano	$24,161,739	$24,553,206
Cariboo	$29,102,396	$29,978,734
College of the Rockies	$8,824,526	$9,034,959
Douglas	$34,000,347	$34,730,071
Emily Carr	$8,295,892	$8,408,652
Fraser Valley	$23,453,785	$24,551,719
Inst. of Indigenous Govt.	$1,400,000	$1,459,350
Justice Inst.	$5,333,033	$5,485,585
Kwantlen	$37,241,568	$38,406,763
Langara	$27,129,087	$27,511,988
Malaspina	$27,605,694	$28,260,610
New Caledonia	$17,388,678	$17,637,990
Nicola Valley	$2,072,728	$2,127,584
North Island	$13,318,535	$13,913,266
Northern Lights	$10,079,738	$10,398,414
Northwest	$11,019,809	$11,211,625
Okanagan	$33,885,431	$34,644,972
Open Learning Agency	$20,129,824	$19,599,203
Selkirk	$16,095,517	$16,436,071
Vancouver Community College	$35,427,051	$35,917,179
Subtotal	**$484,034,298**	**$493,976,748**
Universities		
U.B.C.	$280,593,275	$284,882,678
S.F.U.	$121,171,933	$123,391,182
U.Vic.	$101,181,789	$103,120,952
U.N.B.C.	$25,357,575	$25,795,538
Royal Roads	$5,250,000	$5,587,505
Technical University of BC	$6,500,000	$13,300,000
Subtotal	**$540,054,572**	**$556,077,855**
Total	**$1,024,088,870**	**$1,050,054,603**

Notes:

College and Institute Operating Grants incorporate:

- All FTE related grants, rural teacher education, non-formula support, pay equity, annual equipment allocations and tuition compensation. EXCLUDED are one-time grants such as the recent $2 million provided for computer equipment.
- 1998/99 - New Learning Opportunities & Labour Adjustment Envelopes: 1997/98 - Learning Partnership Envelope, Learning Highway & Technical Innovation Envelope, Labour Adjustment Envelope and Alternative Delivery Envelope.

University Operating Grants incorporate all FTE enrolment and teacher education grants, equipment replacement, pay equity and tuition compensation.